

Language for Results

Supporting schools to embed sustainable EAL provision

There are now over 1.5 million learners in UK state schools who speak English as an Additional Language (EAL), a figure which has more than doubled over the last ten years. This number continues to increase, with a fifth of pupils in the UK now classified as speaking EAL. Despite growing numbers of EAL learners, research shows that training and support for schools, teachers and pupils remains inconsistent and can be difficult to access.



A whole-school approach

Language for Results is a not-for-profit intervention designed to develop the knowledge and skills of all school staff to support EAL learners, with the aim of improving attainment levels. It is delivered regionally by The Bell Foundation's Centres of Expertise.

What's in it for schools?

Benefits for schools:

- A needs assessment and implementation plan: a review of current EAL policies and provision which highlights existing good practice and areas for development
- CPD courses, workshops and one-to-one support: a tailored training intervention which includes detailed guidance on EAL assessment
- Resources to support school staff: information and guidance on how to apply EAL resources and strategies
- Evaluation: consistent, thorough and ongoing evaluation of the effectiveness, quality and impact of the intervention

Outcomes for schools:

- Sustainable EAL provision embedded as part of a whole school, integrated approach to supporting EAL learners and teaching staff
- More confident and skilled staff equipped to support children with EAL
- Schools become local experts and support other schools
- Schools become better connected to local diverse communities

“ The programme had a real impact on staff and improved the overall quality of our training provision, which really has been taken to the next level. In the latest observation, conducted jointly with our partner university, the EAL training session was judged to be outstanding.

ITT training manager

The Centre of Expertise network

Centres of Expertise are based in areas of high need, usually where there are significant numbers of EAL learners and limited access to EAL training and support.

Centres of Expertise are accredited by The Bell Foundation to deliver Language for Results in their regions. Each Centre has a dynamic team of practitioners who are licensed to deliver high quality training materials and support in local schools.

All delivery is regularly quality assured by The Bell Foundation and thoroughly evaluated by an independent evaluator.

“ The Bell Foundation's Assessment Framework ... is a phenomenal piece of work by leading experts in the field that does the 'heavy-lifting' for schools when it comes to assessing the proficiency of students.

Assistant vice principal

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Working with The Bell Foundation has strengthened the Local Authority and Teaching School Alliance partnership. It has also provided opportunities to further explore best practice in supporting EAL learners.

EAL teaching and learning consultant

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Evidence-informed

The Bell Foundation's commissioned research by the Education Policy Institute and also from Oxford University demonstrates that EAL learner attainment is much more complex than average headline data reveals: localised need, language proficiency, time of arrival and missing or misleading prior attainment data means that some EAL children have very poor educational outcomes (Hutchinson, 2018).

With the right support, however, EAL learners can reach their full potential and achieve in school. Proficiency in the English language is the major factor influencing the degree of support an individual learner will require, and therefore schools should be able to assess this need accurately (Strand et al, 2015). Language for Results addresses this need by building capacity in schools over time, to ensure that staff have the knowledge, resources and strategies they require to support all EAL learners.

Language for Results draws on international research into effective Continuing Professional Development, which finds that longer-term interventions with opportunities for follow-up, consolidation and support activities are the most effective (Cordingley et al, 2015). It is also aligned with the Department for Education's standard for teachers' professional development, which enables schools to clearly map training outcomes against statutory requirements.

More than just a training intervention

Centres of Expertise make sure that schools have access to The Bell Foundation's full suite of high-quality resources.

For example:

- EAL Assessment Framework for Schools
- Assessment Support Strategies
- EAL Nexus website resources



Language for Results – courses and workshops

Schools benefit from a tailored implementation plan. Training offered may include:

Comprehensible English for new arrivals

Workshops designed for all school staff to learn the essentials of working and communicating with EAL learners.

Assessing language proficiency

Training for teaching staff and senior leaders designed to raise awareness of effective EAL assessment practices that lead to more targeted support for EAL learners, with guidance on effective formative and summative assessment.

Grammar under the microscope

Sessions for teaching staff to develop awareness about the English language, and support teachers to embed appropriate academic language when delivering curriculum content.

Your role as an EAL co-ordinator

A professional development course for EAL representatives within schools which introduces effective strategies for working with teachers and teaching assistants.

EAL for teaching assistants

A professional development course for teaching assistants which introduces key language-related issues that EAL learners may face and strategies to support them.

Senior leadership support for EAL

Support and advice for senior management teams in developing a whole school EAL policy.

Quality and impact

Evaluation data demonstrates that participating teachers develop:

- Ability to communicate with EAL learners
- Confidence in planning and structuring lessons
- Ability to support learners with language development

Senior leaders also report:

- Positive impact on school systems and overall provision for EAL learners
- Fewer ad-hoc requests from staff on how to support this group, particularly new arrivals
- Positive impact on EAL learner outcomes, which will be further evaluated as the intervention embeds in schools

Training courses and workshops receive consistently positive feedback from schools

OVER
8/10
AVERAGE RATINGS

98%
RECOMMENDATION RATE

Recommendation rate for the EAL Summer School

Language for Results case study

This case study is based on delivery of Language for Results in the East of England region. When the partnership was established, EAL learners were arriving weekly and there was a need to develop skills and knowledge so that staff were better equipped to support them.

PERCENTAGE OF PUPILS WITH EAL: 20%

EAL STUDENT PROFILE: The highest proportion of EAL students were from Eastern Europe and a high number of students received Free School Meals.

LENGTH OF PROGRAMME: Three years

Aims of the intervention, identified in partnership:

- Improve the level of English used by students with EAL
- Improve attainment in external examinations for students with EAL
- Create language awareness and integration across the whole school
- Create a sustainable EAL department to be held as an example of good practice for other schools
- Provide evidence of good practice to be shared with other schools

Implementation plan, designed in partnership:

- Development of a language policy for the school
- Training and support for the EAL co-ordinator
- Advice on communication and accessible EAL resources available for staff and pupils
- Design and delivery of CPD courses, workshops and one to one support

Results:

- The role of EAL co-ordinator was developed, and the school continues to build capacity to support EAL learners
- Teachers felt more confident to plan and deliver lessons that met the needs of their EAL learners and were better equipped to assess their English language proficiency
- The school is beginning to gain a reputation as an expert in EAL provision by local schools, and EAL staff are frequently asked to offer guidance to others



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The programme offered staff a way of thinking and behaving differently. Workshops were accessible for teachers and provided simple and practical strategies that could easily be embedded in everyday teaching practice.

Head teacher

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Frequently Asked Questions (FAQs)

Who is responsible for the delivery of Language for Results?

Each Centre of Expertise has a centre manager who will be your main contact for the duration of Language for Results delivery in your school. The centre manager will assign a Bell Foundation Licensed Practitioner to your school who will be responsible for delivering training. In some instances, more than one practitioner will be assigned to your school, depending on availability. Schools are asked to engage at senior leadership level in order to achieve results.

What does Language for Results provide for schools?

The Centre of Expertise works with schools to ensure that staff are trained and feel confident in supporting EAL learners to achieve. They do not provide teaching assistants or EAL co-ordinators but work with existing teaching and support staff to ensure schools become self-sufficient in their EAL provision.

What are the benefits for the whole school?

Language for Results ensures that all school staff – from senior leaders to teaching assistants – are proficient in supporting EAL learners. By generally improving the use of academic language in schools the intervention may benefit all pupils, not just EAL learners.

How much does Language for Results cost?

Language for Results is a not-for-profit training intervention designed by The Bell Foundation. Delivery costs are kept as low as possible for schools, and will be made available on Centre of Expertise websites.

How is the impact of Language for Results measured?

Monitoring, evaluating and measuring the impact of Language for Results is very important to Centres of Expertise. Centres work with The Bell Foundation and an independent evaluator to assess the intervention's quality and impact, with the aim of delivering real, long-lasting results in your school.

What if my school can't commit to the full three-year programme?

Each Centre of Expertise is responsible for designing its own local offer. Some Centres may run 'open access' training sessions for schools that are unable to sign up for the full three-year Language for Results intervention. However, both The Bell Foundation and Centres of Expertise are committed to delivering long-term training interventions wherever possible, as evidence shows this is the most impactful approach. Please contact your local Centre for more information on their training offer (details below).

How do I sign up to Language for Results?

Our Centres are currently based in Luton, Leeds/Manchester and Boston. If you are based in or around these areas, you will need to contact the relevant centre manager and make an enquiry.

If you would like more information about our emerging Centre of Expertise network, or if you are interested in contacting your local Centre please email info@bell-foundation.org.uk.

For general enquiries about Language for Results, or to find out more about The Bell Foundation, please visit www.bell-foundation.org.uk, email info@bell-foundation.org.uk

